



ISI Independent
Schools
Inspectorate

**Regulatory and Educational Quality Inspection Reports
For Schools with Residential Provision**

Brockwood Park School

September 2021

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School's Details

School	Brockwood Park School			
DfE number	850/6069			
Registered charity number	312865			
Address	Brockwood Park School and Inwoods Small School Brockwood Park Bramdean Hampshire SO24 0LQ			
Telephone number	01962 771744			
Email address	admin@brockwood.org.uk			
Principal	Mr Antonio Autor			
Chair of governors	Mr Gary Primrose			
Age range	4 to 19			
Number of pupils on roll	78			
	Day pupils	11	Boarders	67
	EYFS	3	Juniors	8
	Seniors	23	Sixth Form	44
Inspection dates	21 to 24 September 2021			

1. Background Information

About the school

- 1.1 Brockwood Park School was established in 1969. It is divided into two separate schools located adjacent to each other on the Brockwood Park site. Brockwood Park is a co-educational boarding school which educates pupils aged from 14 to 19. Male boarders are accommodated in two boarding 'wings', and female boarders in two separate boarding 'wings'. A junior school, Inwoods Small School, opened in 1998, is a co-educational school for pupils aged 4 to 11. Children in the EYFS are taught in a mixed class which includes children in the Reception and pupils in Year 1. Inwoods Small School shut down from March 2020 and reopened in September 2020.
- 1.2 The governance of both schools is the responsibility of the Krishnamurti Foundation Trust Limited, a charitable company and is overseen by a group of six trustees. The current co-ordinator for Inwoods Small School took up her post in September 2020.
- 1.3 During the period March to August 2020, Brockwood Park School was closed. No boarders remained on-site. During this period of closure, the school provided remote learning materials for pupils in Years 9 to 13.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders. Parents at Inwoods Small School elected to home-school their children.
- 1.7 In 2020 and 2021 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to educate pupils according to the philosophy of Krishnamurti. The school seeks to educate the whole human being and allow exploration of freedom. It endeavours to engender responsibility and selflessness and enable pupils to discover their talents. The school aims to emphasise the importance of learning to be healthy, to appreciate the natural world and to value a sense of order and silence.

About the pupils

- 1.10 Pupils at Inwoods Small School live locally and come from a background of business and professional families. Pupils at Brockwood Park School come from many parts of the world, and from a wide range of cultural and ethnic backgrounds. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia; one receives additional specialist help. No pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 42 pupils, whose needs are supported by their teachers. Ten pupils receive additional support for their English.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 Some pupils opt to take IGCSE in mathematics and English and A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The teaching encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The curriculum is documented and supported by appropriate plans and schemes of work for most of the required areas of learning. However, the curriculum for Years 1 to 3 does not give pupils experience in technological education. A small number of pupils in Years 10 to 11 do not have the opportunity to experience a suitably broad mathematical education.
- 2.7 The standards relating to the quality of education in paragraphs 3 and 4 are met but that those in paragraph 2 [curriculum] are not met.**

Action point 1

The school must ensure that the curriculum statement for pupils in Years 1 to 3 documents how pupils will acquire technological experience, that the statement is supported by appropriate schemes of work and plans, and that these are implemented in line with the school's own ethos [paragraph 2(1)(a) and (2)(a)].

Action point 2

The school must ensure that the schemes of work and associated plans give all pupils of compulsory school age experience of a suitably broad mathematical education [paragraph 2(2)(a)].

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.11 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.12 The school's arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The school does not ensure that all staff in management positions are checked against the list of those prohibited from management. The person appointed as designated safeguarding lead does not have sufficient seniority and independence to carry out their role effectively.
- 2.13 **The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–10 and 12–16 are met, but those in paragraphs 7 and, for the same reason, 8 [safeguarding and safeguarding of boarders] and NMS 11 [child protection] are not met.**

Action point 3

The school must ensure that it pays due regard to current statutory guidance by carrying out prohibition from management checks on all post holders for which it is relevant [paragraphs 7(a) and (b), 8(a) and (b); NMS 11].

Action point 4

The school must ensure that the person appointed as designated safeguarding lead has sufficient seniority and independence to carry out their role effectively [paragraphs 7(a) and (b), 8(a) and (b); NMS 11].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.14 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.15 The school does not keep an accurate central register of all the required checks on members of staff, as required; it does not record prohibition from management checks for all staff for whom the check is relevant.
- 2.16 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–20 and NMS 14 are met, but that in paragraph 21 [single central register of appointments] is not met.**

Action point 5

The school must ensure that it keeps an accurate central register which shows the date when members of staff, where relevant, have been checked against the list of those who are prohibited from management [paragraph 21(3)(a)(iii)].

PART 5 – Premises of and accommodation at schools

2.17 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.18 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.19 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.20 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.21 There is a three-stage process for handling parental complaints, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant.

2.22 However, the school does not implement its policy effectively. Although the policy provides for a written record to be kept of all complaints, this does not happen in practice. Thus it is impossible to ascertain at which level a complaint has been dealt with, and any subsequent action taken as a result.

2.23 The standard relating to the handling of complaints in sub-paragraph 33 [complaints] is not met.

Action point 6

The school must implement its complaints policy effectively by ensuring that it keeps a record of all complaints [paragraph 33(j)(i) and (ii)].

PART 8 – Quality of leadership in and management of schools

2.24 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.25 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.26 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 7

The school must ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils [paragraph 34(1)(a), (b) and (c)].

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Brockwood Park School does not teach pupils in year groups.	
Inwoods Small School has two classes, which are sometimes combined	Reception and Year 1 Year 2 and Year 3

Key findings

3.1 The quality of the pupils' academic and other achievements is sound.

- All pupils are excellent verbal communicators because of the strong focus on collaborative community engagement.
- Pupils have excellent attitudes to learning supported by the school's core intentions based on the teachings of Krishnamurti.
- Inwoods pupils have limited technological knowledge and skills for their age and ability, as the school's curriculum does not provide adequate experience in technological education.
- Some older pupils under the age of 16 have limited mathematical knowledge and skills because they are not taught mathematics or subjects which involve the application of a suitably broad range of mathematical skills.

3.2 The quality of the pupils' personal development is excellent.

- Pupils have a highly developed sense of self-knowledge, self-discipline and resilience, empowered by the ethos and intentions of the school.
- Pupils are highly respectful of each other, they are excellent collaborators with all in their community.
- Pupils demonstrate excellent levels of self-regulation in all aspects of their school life and a strong sense of right and wrong.
- Older pupils are highly tolerant and non-judgemental because of the supportive boarding environment to which they all belong.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure younger pupils develop their technological skills and knowledge in line with the school's ethos.
- Ensure all pupils of compulsory school age make suitable progress in their acquisition of a broad range of mathematical skills and knowledge.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is sound.
- 3.5 The younger pupils' scientific, social, human, physical, aesthetic and creative skills are good, as much of their time is spent in discussion, moving physically, exploring and working creatively in the natural environment throughout every day. Science and geography books from the previous academic year show pupils develop good knowledge and understanding, for example, of global locations and of how seeds grow. Children have suitable creative skills, seen, for example, in their charcoal and mud cave paintings. Pupils' technological knowledge, skills and understanding are under-developed, although they have a limited understanding of how information and communication technology (ICT) can be used. In line with the school's ethos, pupils in Reception to Year 3 have no opportunities to use ICT in school. The curriculum statement does not include guidance on how technology, in its widest sense, is to be included in the curriculum in line with the school's ethos and government guidelines. This has been recognised as an area for improvement in a recent development plan.
- 3.6 Brockwood pupils display good, and often excellent, knowledge, skills and understanding in other parts of the curriculum. Older pupils, for example, showed good understanding of illuminance because of the time given in a well-planned lesson for pupils to engage in discussion and measure illuminance across various parts of the school site using smartphones. Older pupils who elect to study practical courses make excellent progress in developing their creative skills. This was seen, for example, in the development of skills from making a paddle to the building of a canoe by the woodwork group. This progress is supported through the provision of specialist teachers and facilities and the provision of high-quality resources.
- 3.7 Pupils at Inwoods develop excellent physical skills thanks to the amount of time and focus given to allow them to be physically active. At Brockwood, the level of physical skill of pupils ranges from sound to good. At times, pupils are given too little opportunity to participate in physical activity or the pace of learning in such lessons is slow. On the other hand, pupils achieved well in dance, demonstrating high ability in various skills, as they were suitably challenged to explore movement. All the parents who responded to the questionnaire felt the boarding experience supports their children's achievements well.
- 3.8 Children in the EYFS are exempt from the learning and development requirements of the EYFS framework. Examination results, for the small numbers of pupils who elected to take exams, for the period 2017–19, were in line with or just above the average performance of maintained schools. Results in the period since then have been internally assessed according to government requirement and are judged to be in line with previous results. Evidence from a scrutiny of pupils' work and from lessons observed during the inspection indicate that performance overall is in line with and in some cases above age-related expectations. Pupils with SEND achieve in line with their peers as their specific learning needs and progress against specific targets are tracked and they are well supported in small classes. Pupils who have English as an additional language (EAL) make rapid progress as they are supported in small groups based on their specific language needs. The progress of EAL pupils is tracked in line with the school's ethos. Pupils' progress is supported and discussed in weekly advisor meetings, and biannual reports summarise progress for parents and identify ways pupils can improve.
- 3.9 At Inwoods, pupils' communication skills are sound as they are mainly reading and writing at the expected levels for their age. Evidence of written work seen during the inspection was limited and handwriting judged to be below age-related expectations. Their verbal communication is good, they

confidently share ideas with one another. Older pupils' communication skills are good overall, but their verbal communication skills are excellent. They speak confidently and clearly in lessons, even when English is not their first language. For example, they demonstrated highly competent speaking skills, with some using sophisticated language for their age when discussing the impact of cultural bias and linking this to their own experiences. This was because time was given for them to formulate and articulate their ideas. Pupils demonstrated good listening skills in a history of philosophy and religion course because the material chosen to stimulate discussion was relevant and engaged their attention. Pupils produce a good range of writing in project work, preparation for presentations and through essay and creative writing. Some pupils develop good writing skills through essay writing in courses such as art, where research into an artist led to reflection on how the artist's style influenced their own. EAL pupils make good progress as classes are tailored specifically to their needs and cover a wide range of types of writing as well as grammar and context. Whilst some written project work and essay writing shows high level of skill, some work lacks depth and focus and is simplistic for the age of pupil, although pupils are often not working in their first language. The advice offered from pupil advisors for the projects they are developing is supportive, but is not in all cases tracked against specific skills and areas of knowledge needed to ensure rapid progress across all areas of learning.

- 3.10 The numerical understanding of pupils at Inwoods is sound. Some pupils are working below expected standards for their age, practising basic skills such as counting and measuring. Outcomes for more able pupils are good. They partition numbers mentally, applying skills at a level just above the expectations for their age. This is because teaching challenges them to work at problem solving. Pupils' competence in numeracy and application of knowledge at Brockwood is sound overall, with some examples of good and occasionally excellent understanding in pupils following A-level courses. Some pupils said that they were unsure of their progress due to a lack of written feedback. A-level pupils could analyse and understand challenging exponential equations aided by careful questioning. Competence in numeracy for some pupils below the age of 16 is below age-related expectations as those courses which are offered as an alternative to mathematics, such as woodwork and patterns and complexity, contain an insufficiently broad mathematical content, even when taken together with the core mathematics course which is taken during pupils' first year in the school.
- 3.11 Younger pupils have a limited understanding of how ICT can be used, although pupils were able to explain that the internet can be used for research or to provide pictures. They have no opportunities to use ICT or learn ICT skills in school, in line with the school's policy and the parents' wishes. This reflects the school's ethos in purposely restricting access to screen based, digital ICT to fulfil its intentions of establishing right relationships with oneself, others and nature. Older pupils do, however, gain confidence in using ICT, for example, by learning to design a web page and making a podcast during the 'core landing programme' a unit of work bespoke to the school for all pupils new to the school in September 2021. The development of good ICT skills and knowledge for older pupils is supported through presentations on the use of technology and personal devices by staff. All pupils can access school computers if they wish to, and there are opportunities to discuss technology at school meetings, 'Another time we all meet' (ATWAM). Some older pupils have excellent skills when using ICT for research or for presenting graphic design projects using commercial platforms and programs seen, for example, in the completion of an ambitious project on facial recognition. Some pupils have good opportunities to apply their skills in their projects using subject-specific programs in music and photography, and some pupils have embarked on projects using high-level programming skills. Other pupils have more limited skills because they choose not to use ICT in their courses.
- 3.12 The study skills of pupils at Inwoods are at the expected level for their age. Pupils make predictions in science, seen in workbooks from the year 2020–21. Older pupils have good study skills. They synthesise information from a variety of sources. Projects on punk fashion, for example, used articles and information from a variety of sources to decide what was relevant to create a fashion show, with a focus on Vivienne Westwood. Pupils are able to think analytically within different subject disciplines; for example, at A-level pupils gave a good analysis of *Dracula* in the context of Victorian morality. Pupils studying psychology have analysed the validity of experiments. Pupils studying science courses

base their individual projects on a hypothesis which they then challenge through investigation. Some of the hypotheses are set at a high level of questioning; others are more limited in their framing and scope.

- 3.13 The achievements of younger pupils outside of the school's daily timetable are limited as there are no additional clubs or activities offered at Inwoods. Achievements for older pupils are sound overall, with some notable examples of excellence. For example, pupils built a boat which they then sailed over 1500 miles from Mainz to the Black Sea, having raised money through sponsorship to fund the journey. The achievements of the pupils are good in aesthetic and creative aspects such as the performing arts. Pupils work together to produce annual school plays and many creative evening entertainments; this is because all are part of the boarding community and are able to spend time together both creating and experiencing these events. Some older pupils have opportunities to play non-competitive football against local teams; the ethos of the school precludes competition in any form or activities where individuals are judged. A small minority of parents commented on the lack of provision for clubs and activities both at the end of the school day and at weekends. The inspection found there was suitable provision for activities in boarding time.
- 3.14 Pupils have excellent attitudes to learning. The vast majority of parents who responded to the questionnaire felt that the school helps their children develop skills for the future and become confident and independent. Younger pupils show independence in outdoor activities and enjoy leading the group by reading aloud or counting the pupils in morning meetings, as well as completing jobs independently. Older pupils can use the skills taught in 'core' and 'Brockwood' courses to create their own timetable for study and formulate their own focus for the projects they wish to undertake. Pupils' questionnaire results show they are deeply appreciative of and value these opportunities. Their excellent attitudes are a result of the supportive relationships between staff and pupils, between the pupils themselves and the fact that the whole curriculum is designed to engender initiative and independence.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils have a highly developed sense of self-knowledge, self-discipline and resilience, fulfilling one of the school's core intentions: to discover one's own interests and talents and what place they have in right livelihood based on the teaching of Krishnamurti. The youngest pupils' self-understanding is excellent. Pupils demonstrate high self-esteem. Children in the EYFS have the confidence to try new things; for example, they showed resilience in climbing a difficult and very high rope ladder. Older pupils' high levels of self-motivation come from a strong understanding of what attitudes block the development of self-confidence. Their strong appreciation of self-worth is developed in dedicated periods of enquiry time within the curriculum, and also in the focus on 'learning about ourselves' as part of the school's bespoke induction program. Older pupils' high levels of resilience are engendered by the collaborative non-judgemental community in which they live as boarders. They celebrate each other's achievements and are happy to make mistakes, in the confidence that help and advice are close at hand to assist them. In discussion, pupils explained how they felt empowered to keep trying and be their best through the support of pupil advisors and their peers and because of the school's philosophy, actively supported by the trustees and leadership to nurture and enable the pupils to discover their talents and what they love to do. All parents who responded to the questionnaire felt that the boarding experience supported their children's personal development.
- 3.17 Pupils demonstrate an outstanding understanding of the importance of taking responsibility for their own decisions. The youngest pupils decide which experiments they would like to complete in science. Older pupils clearly articulated how the decisions they take in subject choices are fundamental to their sense of personal well-being. They explained that they then feel motivated and enthusiastic about the paths they have chosen to forge, to achieve academic success and their personal goals. The school's

fluid approach to curriculum design gives pupils the freedom to make decisions about their learning. Pupils explained that they are excellent decision-makers because they are used to being treated as valued in the school community as a whole. They make decisions, either independently or in the groups in which they all live, to regulate their own behaviour. Collaborative decisions are made in regular school meetings where pupils make suggestions about improving the quality of the school experience, such as proposing the acquisition of the solar panels. The school leadership and trustees give clear guidance to developing a community where all are fundamental in 'making school' together.

- 3.18 Pupils have exceptional spiritual qualities. These are exhibited in the high-level philosophical questions the oldest pupils are able to pose. Opportunities to reflect philosophically are given in a non-examination course the pupils can elect to take, the history of philosophy and religion, as well as in the many other opportunities given to the pupils through discussions with their pupil advisors, to reflect on life and their place in it. The high-level philosophical questions the pupils pose are not just abstract constructs but in-depth reflection on how the non-material world impacts on their daily lives. Pupils say they value the many opportunities for silence to 'quiet their minds'. There are many opportunities for reflection and places in which to reflect provided by the trustees and leadership. 'Silent meeting', or 'morning circle' for the younger pupils, starts the school day, and pupils can walk in 'the grove', a space in the grounds dedicated to quiet reflection. Pupils are deeply appreciative of the non-material aspects of life, developed through discussions in non-examination classes on 'global issues'. Their deep understanding of, and appreciation for, the natural world is seen as all pupils take care of the school grounds, the vegetable garden which provides a large proportion of the school's fresh produce for use in the kitchen, and the rose garden. It is the expectation of the management team and underpinning school philosophy that all will contribute through curriculum time in the subject of human ecology. The exceptional philosophical achievement of pupils is deeply rooted in the educational philosophy of the teachings of the foundation which underpins all aspects of school life.
- 3.19 Pupils have an excellent moral understanding. The youngest pupils clearly understand right and wrong, demonstrated, for example, in their response to a story about behaving with kindness. Older pupils demonstrate deep respect for the expectations which govern life in their boarding community. Independently pupils gather weekly in 'floor meetings' where they discuss breaches in the expected behaviour code and pose solutions to which they are all expected to conform. This high-level moral code held by the pupils is supported by the non-judgemental approach and emphasis on respect and tolerance for all school life, embedded in the school's intentions. All sign an agreement made with the school on entry.
- 3.20 Pupils are highly socially aware. They work exceptionally effectively with others both to achieve common goals and to solve problems. The vast majority of parents who responded to the questionnaire felt that the school encouraged the development of strong teamwork and social skills. All the pupils who responded to the questionnaire felt the school helps them to understand how to make friends and develop positive relationships. The youngest pupils are currently working together to produce items for and to organise a school Christmas fair. A group of older pupils are collaborating to build a life-sized storage building in their woodwork lessons, having made a scale model to solve some of the anticipated problems. Pupils state that 'the school encourages us to do things together from the moment we wake up; we work in teams to complete morning jobs, we work in the garden, we create clubs together for other pupils to participate.' They have collaborated to produce an annual school play, the most recent being written by a pupil and with pupils taking the lead in all aspects of production and performance.
- 3.21 Pupils contribute very positively to the school. They serve each other through their 'duty weeks', overseeing the good order of the school and all undertake 'morning jobs' at the beginning of each day. Whilst pupils also interact positively with their local community, opportunities to contribute locally or more widely are more limited and have been further inhibited by the impact and restrictions of the pandemic. They have worked with a local resident to plant trees, and gained an understanding of homelessness, through visiting and providing meals to a local homeless charity to support their project

work on 'what is a home?' Pupils from a 'global issues' class went to help at a local gardening co-operative.

- 3.22 Pupils have an outstanding level of respect for, and value the diversity of, all within their own diverse community of over 25 different nationalities. The youngest pupils extrapolate from a story to reflect how our differences make us lovely. The older pupils demonstrate high levels of sensitivity and tolerance when listening to one another speaking in what is, for many, English as a second or third language. They are keen to show an appreciation of the importance of learning about different languages and cultures, sharing meals with each other on 'language' tables where pupils speak to each other in their native languages and other pupils can participate in learning new languages. They are enthusiastic in sharing their own and each other's cultures and celebrating all kinds of diversity. They read each other stories or share dance and songs from their own traditions, celebrating what they have in common whilst recognising it is difference that makes humans interesting.
- 3.23 Pupils have a high level of understanding of the importance of staying safe and understanding the importance of being mentally and physically healthy within a balanced lifestyle. The vast majority of parents who responded to the questionnaire felt the school helps their children live a healthy lifestyle. Pupils demonstrate deep knowledge in a holistic approach to health. Pupils talked openly and positively about the need for physical health. Pupils were seen to be very happy to engage in the sports programme, having a deep understanding of its importance to their physical health. They talked about the need for a balanced diet and they were aware that the school works to provide nutritious meals within the vegetarian ethos. The trustees and senior management team have supported training in mental health support for the staff. Well-being and emotional health were also reported as being vital. So, the outcomes for pupils fulfil one of the school's core intentions, to discover a sense of health with the proper care, use and exercise of the body.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the linked trustees for the schools, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended silent meeting. Inspectors visited boarding houses and the facilities for the youngest pupils. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Vivien Sergeant	Reporting inspector
Mrs Sarah Dawson	Assistant reporting inspector
Mr Graeme Smith	Compliance team inspector (Head, ISA school)
Mrs Heidi Berry	Team inspector (Head of pre-prep, IAPS school)
Mr Robert Teague	Team inspector (Headmaster, ISA school)
Mr Alex Balls	Team inspector for boarding and team inspector (Deputy head, HMC school)